



A world of opportunities

ANTI-BULLYING POLICY

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Role	Vice Chair of Governors
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ANTI-BULLYING POLICY

Bullying is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Objectives of this policy:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

When bullying occurs we are resolved that it should be recognised, identified, investigated and dealt with appropriately. We will continue to act to prevent bullying through the following ways:

- Promoting self-esteem.
- Promoting responsibility as members of the school community.
- Promoting good relationships.
- Promoting respect and trust between pupils and staff.
- Ensuring that pupils know we care about tackling bullying.
- Ensuring pupils know they will be supported and listened to.

Signs and Symptoms:

- Is frightened of walking to and from school.
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn or anxious
- Attempts or threatens suicide or runs away.
- Feels ill in the mornings
- Begins to do poorly in school work
- Comes home with damage to belongings
- Has money or belongings 'go missing.'
- Asks for more money
- Becomes aggressive, disruptive or unreasonable
- Stops eating

- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Becomes nervous when a cyber-message is received

(This is not an exhaustive list.)

The P.S.H.E. curriculum, which includes sex and drugs education, will overtly encourage anti-bullying strategies and attitudes. All children have timetabled Circle Time.

As a small school, all staff (teaching and non-teaching) have the opportunity to know the children well and to be aware of their personal circumstances. Flexibility is the key when choosing an appropriate strategy, but the following guidelines should be followed:

- Treat all incidents seriously.
- Decide whether your response should be public or private.
- Make your disapproval plain.
- Take care that the victim(s) is/are not the loser(s).
- Encourage the bully to see the victim's point of view.

Having dealt with the situation, inform the parents of both the victim and the bully when appropriate and pass on any indicators for vigilance to colleagues.

Any serious incidents that persist should be recorded following the Keep An Eye On procedures, appended to this Policy.

If bullying behaviour persists, it may be appropriate to involve the HT.

Strategies for behaviour modification

Role play
 Discussion and explanation
 Negotiated targets and clearly described boundaries
 Regular monitoring and reporting
 Peer mediation
 Restorative justice

Possible Sanctions

Time out with one-to-one supervision
 Loss of Play-time
 Loss of golden time
 Exclusion of treats (trips, clubs, and favourite activities)
 Time out with Head Teacher
 Written apologies to victim and parents

Remember to make the child understand that we disapprove of the bullying behaviour, not the child him/herself. Avoid counteracting bullying with bullying.

Rewards

Thank you letters/stickers for good behaviour
Sharing assembly to praise improved behaviour
Peer group approval encouraged by adults

General Guidelines for MSAs

Take all reports of bullying seriously
Ensure that the victim is safe
Make your disapproval plain
Keep the child with you until you feel he/she is calm and contrite
Tell the child's Teacher as soon as possible

Do not hesitate to involve any of the Teachers if you feel that you need immediate support.

Please remember not to take an aggressive attitude to bullies. This just gives children the message that it is OK to bully as long as you have the power.

KEEP AN EYE ON PROCEDURE

When any incidence of bullying is reported by anyone, and no explanation is forthcoming the following procedure will take place.

Concerns will be reported to the Head Teacher.

Parents of the alleged victim and alleged bully will be interviewed and a response recorded on the Keep Safe form.

All MSAs and staff will be alerted to 'keep an eye on' the children concerned, by each checking 6 times each playtime that the children are safe.

Parents will be invited back after 2 weeks to review the situation.

All interviews will be minuted and agreed by all parties using the 'Keep an Eye On' format.